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# SERVICE OCCUPATIONS

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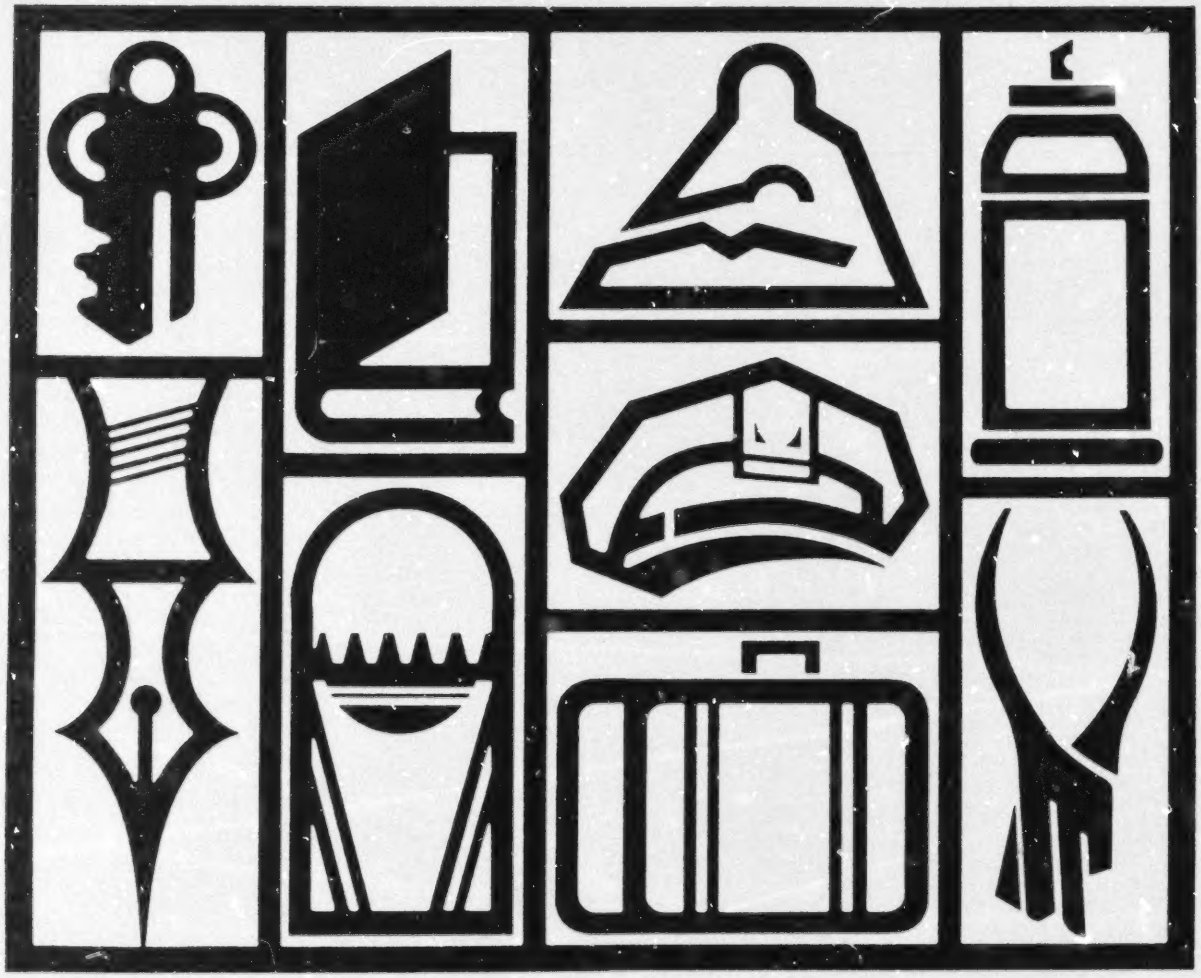

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# SERVICE OCCUPATIONS VOCATIONAL CLUSTER PROGRAM
# MINIMUM APPROVAL CRITERIA

The following information is for use by district-level curriculum planners, teachers, regional coordinators or Department staff involved with new program development or revisions of existing programs. For more information about instructional content, see Cluster Guide for Service Occupations - 1976.

The minimum approval criteria for a Service Occupations Cluster program are set forth in this document. The instructional content is outlined in terms of program descriptions, areas for training, program goals, course/content goals and sample performance objectives Course titles and descriptions are also included.

The section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Please note that time is illustrated in terms of credits. Content is illustrated by course titles for the instructional level(s) to recognize that students from different grades may enroll in one or more levels of a program.

## Program Description

The service occupations cluster is comprised of four subclusters: education services, protective services, personal services and military services (junior ROTC). The curriculum emphasizes cooperative work experience with much community involvement.

[NOTE: Social occupations will require a special vocational approval.]

## Areas for Training

Cosmetology
Elementary Education
(teacher/teacher aide)
Secondary Education
(teacher/teacher aide)
Librarian
Library Assistant
Military
Barbering
Correction Officer
Guard and Doorkeepers
Fire Fighter
Fire Officer
Law Clerk
Police Patrol Officer

## Program Goals

Students will be able to:

- Develop skills, knowledge and competencies needed for entry-level employment or articulation into appropriate post-secondary training opportunities.
- Develop the skills needed to exercise the following effective leadership in fulfilling occupational, social and civic responsibilities.
- Obtain on-the-job work experience to enhance skill and knowledge development.
- Apply concepts and principles from mathematics, sciences and communications to service occupations.
- Apply entrepreneurship skills to service occupations.

## Course/Content Goals

EDUCATION

Students will be able to:

Obtain knowledge of school and district program ethics and standards.

Obtain the skills of interpersonal relationships.

Function in a classroom/laboratory as a facilitator.

Maintain students' grades and records.

Operate audiovisual equipment.

Obtain knowledge and use of the library.

Obtain knowledge and skills to apply the basic math, science and communication skills appropriate to the service occupations area.

PROTECTIVE

Students will be able to:

Write or describe protective agencies' ethics and standards.

Properly use interpersonal relationships.

Apply and describe standard safety procedures.

Apply interviewing procedures.

Write investigative reports.

Apply entrepreneurship in the service occupations area.

Obtain knowledge and skills to apply the basic math, science and communication skills appropriate to the service occupations area.

PERSONAL

Students will be able to:

Obtain the knowledge and skills essential for passing the certification requirements.

Properly use interpersonal relationships.

Apply entrepreneurship in the service occupations area.

Obtain knowledge and skills to apply the basic math, science and communication skills appropriate to the service occupations area.

MILITARY

Students will be able to:

Properly use interpersonal relationships.

Describe and report on military careers of his/her choice.

Apply leadership skills, self-reliance and responsiveness to authority.

Communicate effectively orally and in writing.

Describe the importance of physical fitness for a military career.

Describe the role of the military in support of national objectives.

Obtain knowledge and skills to apply the basic math, science and communication skills appropriate to the service occupations area.

Sample Performance Objectives

Given the educational ethics and standards for a school district and school, students will demonstrate ability to function within these guidelines in a cadet teaching situation as shown in a teacher developed rating sheet.

Given a hypothetical classroom situation such as fire drill, lost student or playground accident, students will outline their responsibilities including appropriate actions, in writing or in an oral presentation.

Students will demonstrate to the satisfaction of the teacher the safe handling of the equipment used by the various protection agencies.

Course Titles and Descriptions

SERVICE OCCUPATIONS - EDUCATION: A one-year program for those students interested in a career in education. Students work as a "cadet" teacher with elementary/secondary teachers, obtaining the skills and knowledge appropriate to a teaching career. Development of oral and written communication, along with interpersonal relationships are important ingredients to a successful career.

SERVICE OCCUPATIONS - PROTECTIVE: A one-year program for students interested in a career in fire and law. Cooperative work experience is essential for the student to obtain the technical skills. Emphasis on communication skills, oral and written, along with the interpersonal skills are important.

SERVICE OCCUPATIONS - PERSONAL: A program for students interested in cosmetology/barbering. Students will generally attend a private school. The administration will need to contract for these services. The occupations require certification for which the student will be required to pass a written examination.

SERVICE OCCUPATIONS - MILITARY: A Junior ROTC program consisting of three or four years. The program must be implemented in accordance to military standards. Community involvement is a major emphasis at the program along with leadership, physical development and oral and written communications.

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Minimum Service Occupations Vocational Cluster Approval Criteria

In addition to specific cluster criteria, state-approved vocational programs shall meet the criteria for approval of all secondary vocational education instruction as listed in the Handbook of Policies and Procedures for Vocational Education Instruction in Oregon Secondary Schools, 1985.

Criteria outline:

- 2 credits (130 hours per credit) offered within a maximum of one year:
  - 1 credit of service occupation instruction.
  - 1 credit of cooperative work experience.
- Instructional time blocks of sufficient duration for skill development to meet industry standards.
- Program goals, course goals and instructional content which reflect those in the state cluster brief.
- Vocationally certified teacher.
- An active, representative occupational advisory committee.

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Organizational Options

There are many acceptable options for delivery of instructional content while assuring that a quality program is provided. Schools have the opportunity to schedule classroom and laboratory activities to accommodate students and to facilitate learning. Delivery options include after school, weekends, summer school or alternate days.

Options

1 year

| Service Occ. Education 2 Credits | Service Occ. Protective 2 Credits | Service Occ. Personal* 2 Credits | Service Occ. Military |
|---|---|---|---|
| (1 credit must be in coop work) | (1 credit must be in coop work) | | Must meet Military Standards |

[NOTE: The minimum for the subclusters of education and protective is one year. Schools are encouraged to provide additional credits for each of these subclusters.]

*Generally contracted with a private school.

If you need technical assistance, call the Occupational Program Specialist at the Department of Education. The specialist's name and phone number appear on the first page of this document.

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